



FINAL EDUCATION PERFORMANCE AUDIT REPORT

FOR

WALTON ELEMENTARY/MIDDLE SCHOOL

ROANE COUNTY SCHOOL SYSTEM

MAY 2012

WEST VIRGINIA BOARD OF EDUCATION

Office of Education Performance Audits

INTRODUCTION

An announced Education Performance Audit of Walton Elementary/Middle School in Roane County was conducted March 31, 2010.

A Follow-up Education Performance Audit of Walton Elementary/Middle School was conducted February 15, 2012. The purpose of the follow-up review was to verify correction of the findings identified during the original Education Performance Audit. The review was in accordance with West Virginia Code §18-2E-5 and West Virginia Board of Education Policy 2320 which specify that a school that meets or exceeds the performance and progress standards but has other deficiencies shall remain on full accreditation status and a county school district shall remain on full approval status for the remainder of the accreditation period and shall have an opportunity to correct those deficiencies. The Code and policy include the provision that a school “. . . does not have any deficiencies which would endanger student health or safety or other extraordinary circumstances as defined by the West Virginia Board of Education.”

SCHOOL PERFORMANCE

This section presents the Annual Performance Measures for Accountability and the Education Performance Audit Team's findings.

79 ROANE COUNTY

Stephen F. Goffreda, Superintendent

206 WALTON ELEMENTARY/MIDDLE SCHOOL – Passed

John Putnam, Principal

Grades PK -- 08

Enrollment 369 (2nd month 2007-2008 enrollment report)

WESTEST 2007-2008

Group	Number Enrolled for FAY	Number Enrolled on Test Week	Number Tested	Participation Rate	Percent Proficient	Met Part. Rate Standard	Met Assessment Standard	Met Subgroup Standard
Mathematics								
All	206	220	220	100.00	77.18	Yes	Yes	✓
White	202	215	215	100.00	77.72	Yes	Yes	✓
Black	**	**	**	**	**	**	**	**
Hispanic	*	*	*	*	*	*	*	*
Indian	**	**	**	**	**	**	**	**
Asian	*	*	*	*	*	*	*	*
Low SES	127	136	136	100.00	70.07	Yes	Yes	✓
Spec. Ed.	31	34	34	100.00	41.93	NA	NA	NA
LEP	*	*	*	*	*	*	*	*
Reading/Language Arts								
All	206	220	220	100.00	77.18	Yes	Confidence Interval	✓
White	202	215	215	100.00	78.21	Yes	Averaging	✓
Black	**	**	**	**	**	**	**	**
Hispanic	*	*	*	*	*	*	*	*
Indian	**	**	**	**	**	**	**	**
Asian	*	*	*	*	*	*	*	*
Low SES	127	136	136	100.00	70.86	Yes	Confidence Interval	✓
Spec. Ed.	31	34	34	100.00	41.93	NA	NA	NA
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year

* -- 0 students in subgroup

** -- Less than 10 students in subgroup

Passed
Attendance Rate = 98.0%

79 ROANE COUNTY
Stephen F. Goffreda, Superintendent
206 WALTON ELEMENTARY/MIDDLE SCHOOL – Passed

John Putnam, Principal
Grades PK -- 08
Enrollment 383 (2nd month 2008-2009 enrollment report)

WESTEST 2008-2009

Group	Number Enrolled for FAY	Number Enrolled on Test Week	Number Tested	Participation Rate	Percent Proficient	Met Part. Rate Standard	Met Assessment Standard	Met Subgroup Standard
Mathematics								
All	215	237	237	100.00	57.20	Yes	Yes	✓
White	212	234	234	100.00	57.54	Yes	Yes	✓
Black	**	**	**	**	**	**	**	**
Hispanic	*	*	*	*	*	*	*	*
Indian	**	**	**	**	**	**	**	**
Asian	**	**	**	**	**	**	**	**
Low SES	143	158	158	100.00	51.74	Yes	Yes	✓
Spec. Ed.	34	40	40	100.00	29.41	NA	NA	NA
LEP	*	*	*	*	*	*	*	*
Reading/Language Arts								
All	215	237	236	99.57	57.94	Yes	Yes	✓
White	212	234	233	99.57	57.81	Yes	Yes	✓
Black	**	**	**	**	**	**	**	**
Hispanic	*	*	*	*	*	*	*	*
Indian	**	**	**	**	**	**	**	**
Asian	**	**	**	**	**	**	**	**
Low SES	143	158	157	99.36	52.81	Yes	Confidence Interval	✓
Spec. Ed.	34	40	39	97.50	24.24	NA	NA	NA
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year

* -- 0 students in subgroup

** -- Less than 10 students in subgroup

Passed
Attendance Rate = 97.0%

79 ROANE COUNTY
Stephen F. Goffreda, Superintendent
206 WALTON ELEMENTARY/MIDDLE SCHOOL – Passed

John Putnam, Principal
Grades PK -- 08
Enrollment 394 (2nd month 2009-2010 enrollment report)

WESTEST 2009-2010

Group	Number Enrolled for FAY	Number Enrolled on Test Week	Number Tested	Participation Rate	Percent Proficient	Met Part. Rate Standard	Met Assessment Standard	Met Subgroup Standard
Mathematics								
All	218	235	235	100.00	45.87	Yes	Yes	✓
White	215	232	232	100.00	46.04	Yes	Yes	✓
Black	**	**	**	**	**	**	**	**
Hispanic	*	*	*	*	*	*	*	*
Asian	**	**	**	**	**	**	**	**
Indian	**	**	**	**	**	**	**	**
Multi-Racial	*	*	*	*	*	*	*	*
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	26	28	28	100.00	23.07	NA	NA	NA
Low SES	146	157	157	100.00	40.41	Yes	Yes	✓
LEP	*	*	*	*	*	*	*	*
Reading/Language Arts								
All	218	235	235	100.00	36.69	Yes	Yes	✓
White	215	232	232	100.00	36.74	Yes	Yes	✓
Black	**	**	**	**	**	**	**	**
Hispanic	*	*	*	*	*	*	*	*
Asian	**	**	**	**	**	**	**	**
Indian	**	**	**	**	**	**	**	**
Multi-Racial	*	*	*	*	*	*	*	*
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	26	28	28	100.00	19.23	NA	NA	NA
Low SES	146	157	157	100.00	30.82	Yes	Confidence Interval	✓
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year

* -- 0 students in subgroup

** -- Less than 10 students in subgroup

Passed

Attendance Rate = 97.2%

79 ROANE COUNTY
Stephen F. Goffreda, Superintendent

206 WALTON ELEMENTARY/MIDDLE SCHOOL – Needs Improvement

John Putnam, Principal
Grades PK -- 08
Enrollment 386 (2nd month 2010-2011 enrollment report)

WESTEST 2010-2011

Group	Number Enrolled for FAY	Number Enrolled on Test Week	Number Tested	Participation Rate	Percent Proficient	Met Part. Rate Standard	Met Assessment Standard	Met Subgroup Standard
Mathematics								
All	215	233	233	100.00	36.27	Yes	No	X
White	212	227	227	100.00	36.32	Yes	No	X
Black	*	*	*	*	*	*	*	*
Hispanic	**	**	**	**	**	**	**	**
Asian	**	**	**	**	**	**	**	**
Indian	**	**	**	**	**	**	**	**
Multi-Racial	*	*	*	*	*	*	*	*
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	33	35	35	100.00	15.15	NA	NA	NA
Low SES	133	148	148	100.00	25.56	Yes	No	X
LEP	*	*	*	*	*	*	*	*
Reading/Language Arts								
All	215	233	233	100.00	42.32	Yes	No	X
White	212	227	227	100.00	41.50	Yes	No	X
Black	*	*	*	*	*	*	*	*
Hispanic	**	**	**	**	**	**	**	**
Asian	**	**	**	**	**	**	**	**
Indian	**	**	**	**	**	**	**	**
Multi-Racial	*	*	*	*	*	*	*	*
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	33	35	35	100.00	12.12	NA	NA	NA
Low SES	133	148	148	100.00	30.82	Yes	No	X
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year
* -- 0 students in subgroup
** -- Less than 10 students in subgroup

Passed
Attendance Rate = 97.1%

ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY

Met Standard.

5.1.1. Achievement.

Walton Elementary/Middle School achieved adequate yearly progress (AYP) in the economically disadvantaged (SES) subgroup in reading/language arts only by application of the confidence interval. The county curriculum staff and school staff are urged to address these subgroups in the county and school Five-Year Strategic Plans and apply interventions to improve achievement of all students.

Adequate Yearly Progress (AYP) Information by Class indicated scores below mastery in both mathematics and reading: Grade 3 – 41.86 percent in mathematics and 48.84 percent in reading; Grade 4 – 39.53 percent in mathematics and 40.47 percent in reading; Grade 5 – 29.73 percent in mathematics and 37.84 percent in reading; Grade 6 – 51.51 percent in mathematics and 36.36 percent in reading; Grade 7 – 40.54 percent in mathematics and 35.14 percent in reading; Grade 8 – 63.64 percent in mathematics and 59.09 percent in reading. These scores have implication for the Five-Year Strategic Plan and school improvement.

The following professional development and/or training opportunities were provided as reported by the principal.

1. Tier 2 and 3 Intervention.
2. Lexile Training.
3. Individualized Education Program (IEP) Development.
4. Effective Schools.
5. WESTEST2 Data Analysis.
6. Read 180.
7. Acuity.
8. DIBELS.
9. Aligning K-02 Reading Curriculum.
10. Using Benchmark Assessments.
11. Phonics Screeners.
12. Writing Workshop.
13. Beyond the Bake Sale Book Study.

FOLLOW-UP REVIEW

ACHIEVED STANDARD. This is the 1st year that Walton Elementary/Middle School failed to achieve adequate yearly progress (AYP) in one or more subgroups designated in 5.1.1. Achievement. Walton Elementary/Middle School failed to achieve AYP in the all students (AS), the racial/ethnicity white (W), and the economically disadvantaged (SES) subgroups in mathematics and reading/language arts for the 2010-2011 school year.

Although not large enough to constitute a subgroup for accountability, the special education (SE) subgroup needs attention and plans for improved performance.

The school declined in achievement from the 2009-2010 WESTEST2 to the 2010-2011 WESTEST2 in mathematics: AS (-9.60 percent), W (-9.72 percent), SES (-14.85 percent), and SE (-7.92 percent). The school showed improvement in reading/language arts: AS (+5.63 percent), W (+4.76 percent), SES (no change), and the SE subgroup declined (-7.11 percent)

EDUCATION PERFORMANCE AUDIT

HIGH QUALITY STANDARDS

Necessary to Improve Performance and Progress.

7.1. Curriculum

7.1.1. Curriculum based on content standards and objectives. The curriculum is based on the content standards and objectives approved by the West Virginia Board of Education. (Policy 2510; Policy 2520)

Eleven teachers were not using the West Virginia 21st Century content standards and objectives (CSOs) as the basis for the school's curriculum and instruction. The textbooks in these classes were being used to drive the curriculum and the teachers would match the lessons in the books to the CSOs. The CSOs needed to be the basis for the curriculum.

FOLLOW-UP REVIEW

COMPLIANCE. All teachers were using the West Virginia 21st Century content standards and objectives (CSOs) to guide the curriculum in the classrooms. Textbooks were being used in a supplemental role.

7.1.2. High expectations. Through curricular offerings, instructional practices, and administrative practices, staff demonstrates high expectations for the learning and achieving of all students and all students have equal educational opportunities including enrichment and acceleration. (Policy 2510)

Four teachers were not exhibiting high expectations for all students. Students in these classes were not instructed for at least ten minutes during the Team observation periods and were off task without being redirected. The Team noted that the teachers were teaching during this time, but many students were not paying attention or involved in the instruction.

FOLLOW-UP REVIEW

COMPLIANCE. The Team observed that all teachers exhibited high expectations for all students. Teachers were providing high quality instruction and using a wide variety of instructional strategies and students were on task. The principal monitored classrooms regularly.

7.1.13. Instructional day. Priority is given to teaching and learning, and classroom instructional time is protected from interruption. An instructional day is provided that includes a minimum of 315 minutes for kindergarten and grades 1 through 4; 330 minutes for grades 5 through 8; and 345 minutes for grades 9 through 12. The county board submits a school calendar with a minimum 180 instructional days. (W.Va. Code §18-5-45; Policy 2510)

Grades 5-8 did not have 330 instructional minutes. A 40 minute period schoolwide at the end of the day was disorganized and all students were not in designated locations. For example, a majority of the school's students were walking around on the football field. Multiple activities occurred during this time, some were of high quality; however, many of the activities were disorganized and not addressing the West Virginia 21st Century content standards and objectives (CSOs).

FOLLOW-UP REVIEW

COMPLIANCE. The school's schedule had been revised and the middle school students were receiving 340 instructional minutes per day.

7.2. Student and School Performance

7.2.3. Lesson plans and principal feedback. Lesson plans that are based on approved content standards and objectives are prepared in advance and the principal reviews, comments on them a minimum of once each quarter, and provides written feedback to the teacher as necessary to improve instruction. (Policy 2510; Policy 5310)

While the principal had provided high quality corrective feedback on lesson plans, 12 teachers had lesson plans that did not contain enough information to teach the class and could not be followed by a substitute teacher.

FOLLOW-UP REVIEW

COMPLIANCE. All lesson plans were complete and thorough and could be followed by a substitute teacher. The principal regularly monitored lesson plans.

INDICATORS OF EFFICIENCY

Indicators of efficiency for student and school system performance and processes were reviewed in the following areas: Curriculum delivery, including but not limited to, the use of distance learning; facilities; administrative practices; personnel; utilization of regional education service agency, or other regional services that may be established by their assigned regional education service agency. This section contains indicators of efficiency that the Education Performance Audit Team assessed as requiring more efficient and effective application.

The indicators of efficiency listed are intended to guide Walton Elementary/Middle School in providing a thorough and efficient system of education. Roane County is obligated to follow the Indicators of Efficiency noted by the Team. Indicators of Efficiency shall not be used to affect the approval status of Roane County or the accreditation status of the schools.

8.1.1. Curriculum. The school district and school conduct an annual curriculum audit regarding student curricular requests and overall school curriculum needs, including distance learning in combination with accessible and available resources.

The principal must ensure that all teachers are using the West Virginia 21st Century content standards and objectives (CSOs) in an appropriate manner. The CSOs must be guiding the curriculum and textbooks must be a supplemental instrument to aid in the implementation of the CSOs.

High expectations must be in place for all students. Time on task is necessary to adequately cover the material and ensure students success.

FOLLOW-UP CONCLUSION

The staff was provided training on using the West Virginia 21st Century content standards and objectives (CSOs). The principal monitored implementation of the CSOs. The CSOs were driving the curriculum, along with data analysis and the goals and action steps of the school's Five-Year Strategic Plan. High expectations and time on task were prevalent buildingwide. The WESTEST2 scores continued to decline in mathematics for 2011 and showed modest gains in reading/language arts. Results of the spring 2012 WESTEST2 will be the measure of effectiveness of improvement efforts.

BUILDING CAPACITY TO CORRECT DEFICIENCIES

West Virginia Code §18-2E-5 establishes that the needed resources are available to assist the school or school system in achieving the standards and alleviating the deficiencies identified in the assessment and accountability process. To assist Walton Elementary/Middle School in achieving capacity, the following resources are recommended.

- 18.1. Capacity building is a process for targeting resources strategically to improve the teaching and learning process. School and county electronic strategic improvement plan development is intended, in part, to provide mechanisms to target resources strategically to the teaching and learning process to improve student, school, and school system performance.**

The Team believed that Walton Elementary/Middle School and Roane County have the capacity to correct the deficiencies found at the school. Continued support from the central office and principal and thorough observations are necessary to ensure this task.

The Team recommended that the Roane County School System Superintendent and the school administrator contact Mr. Charles Heinlein, Executive Director, Office of Organizational Effectiveness & Leadership at 304-558-3199 to arrange a School Support System for correcting the deficiencies and improving student and school performance.

FOLLOW-UP CONCLUSION

With assistance from the Roane County Central Office, RESA 5, and the West Virginia Department of Education, Walton Elementary/Middle School corrected the deficiencies found in the original Education Performance Audit. The Team recommended that assistance from local and state agencies continue to be provided to ensure progress in student performance.

IDENTIFICATION OF RESOURCE NEEDS

A thorough and efficient system of schools requires the provision of an adequate level of appropriately managed resources. The West Virginia Board of Education adopted resource evaluation as a part of the accreditation and evaluation process. This process is intended to meaningfully evaluate the needs for facilities, personnel, curriculum, equipment and materials in each of the county's schools and how those impact program and student performance.

19.1. Facilities, equipment, and materials. Facilities and equipment specified in Policy 6200, Chapters 1 through 14, are available in all schools, classrooms, and other required areas. A determination will be made by using the Process for Improving Education (W.Va. Code §18-2E-5) whether any identified deficiencies adversely impact and impair the delivery of a high quality educational program if it is below the West Virginia Board of Education standards due to inadequacies or inappropriate management in the areas of facilities, equipment, and materials. The Education Performance Audit Teams shall utilize an assessment instrument for the evaluation of school facilities which generally follows the requirements of Policy 6200. Note: Corrective measures to be taken in response to any identified resource deficiency will of necessity be subject to the feasibility of modifying existing facilities, consideration of alternative methods of instructional delivery, availability of funding, and prioritization of educational needs through Comprehensive Educational Facilities Plans and the West Virginia School Building Authority. This policy does not change the authority, judgment, or priorities of the School Building Authority of West Virginia who is statutorily responsible for prioritizing "Need" for the purpose of funding school improvements or school construction in the State of West Virginia or the prerogative of the Legislature in providing resources. (*Policy 6200 and Tomblin v. Gainer*)

According to the items checked in the School Facilities Evaluation Checklist, the school was below standard in the following areas. The principal checked and the Team confirmed the following school facility resource needs.

19.1.1. School location. The school site did not have stable, well-drained soil free of erosion and was not well landscaped. The site was not suitable for special instructional needs and sidewalks were not adequate with designated crosswalks, curbcuts, and correct slope. Playgrounds/recreational areas were not well equipped and appropriate for the age level.

19.1.5. Library/media and technology center. Electronic card catalogs, automated circulation capacity, on-line periodical indexes, and copying equipment were not available.

- 19.1.10. Specialized instructional areas.** The music facility did not have adequate storage, recording devices, microphones, stereo sound system, piano, instructional technology equipment, instructor's station, or acoustical treatment. The physical education facility did not have a data projector or 50 inch screen.
- 19.1.11. Grades 6-12 science facilities.** AC and DC current, compressed air, and laboratory workspace were not provided.
- 19.1.14. Food service.** A teachers' dining area of adequate size was not provided. Food and non-food storage was not adequate. A locker/dressing room and toilet were not provided.
- 19.1.15. Health service units.** A health service unit of adequate size was not provided. The following equipment and furnishings were not available: Curtained or small rooms with cots, bulletin board, toilet, lavatory, scales, refrigerator with locked storage, work counter, desk and chair, and locked medication box.

FOLLOW-UP CONCLUSION

All facility resource needs remained as previously identified.

EARLY DETECTION AND INTERVENTION

One of the most important elements in the Education Performance Audit process is monitoring student progress through early detection and intervention programs.

The School Support System presented under the Capacity Building Section will be an invaluable resource in guiding school improvement.

FOLLOW-UP TEAM SUMMARY

Assistance from the West Virginia Department of Education, Office of School Improvement had been of great benefit to Roane County and Walton Elementary/Middle School in correcting the deficiencies found in the original Education Performance Audit. The school must continue to be deliberate about improving student achievement.

SCHOOL ACCREDITATION STATUS

School	Accreditation Status	Education Performance Audit High Quality Standards	Annual Performance Measures Needing Improvement	Date Certain
79-206 Walton Elementary/Middle	Full Accreditation			

Education Performance Audit Summary

The Office of Education Performance Audits recommends that the West Virginia Board of Education continue the Full Accreditation status of Walton Elementary/Middle School.